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ABSTRACT

Using federal, state, and local funds, the Work Opportunity Center provides guidance, skill training, and supportive services for the dropout and/or hard-core unemployed youth 16 to 21 years of age. This paper describes the social communications course offered by the Center. Offering individual as well as group coverage, the course includes independent study in psychology, government, labor unions, and human relations. Student interests and needs are given primary attention. The course is designed to develop the student's ability to think and interact with others in order to achieve personal happiness and vocational adjustment. Related materials are available as VT 011 518-VT 011 533 in this issue. (BH)

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SOCIAL
COMMUNICATIONS

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

SOCIAL COMMUNICATIONS.

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U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and focds), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

To develop in each student:

1. Progress toward personal happiness.

2. An adjustment to the world of work.

3. The ability to think freely and critically.

4. A knowledge of our historical past as it relates to the present.

5. Basic communication skills.

6. A humanistic mind-set.

OBJECTIVE 1

To develop in each student progress toward personal happiness.

A student achieving this objective will:

1. Gain an understanding of the dynamics of human adjustment.

2. Discuss individually and in small groups, various human problems such as drug addiction, divorce, poverty, etc.

3. Establish a personal relationship with the teacher from the standpoint of a friendly, interested student-adult relationship avoiding "clinical" involvement.

4. See in himself the need for professional help if indicated and seek such help if needed. He will work with social workers, public health personnel, and probation officers to solve his problems.

5. Read and write about individuals who have overcome problems.

OBJECTIVE 2

To develop in each student an adjustment to the world of work.

A student achieving this objective will:

1. Study and understand the structure of a capitalistic economy.

2. Review selected job descriptions, noting qualifications, salary, and job future.

3. Discuss job related problems such as labor unions, appearance, punctuality, etc.

4. Know and understand labor-management relationships.

5. Meet with work coordinators to locate suitable work and seek their assistance in on-the-job adjustment.

OBJECTIVE 3

To develop in each student the ability to think freely and critically.

A student achieving this objective will:

1. Be able to effectively participate in small group discussion which is open and free.
2. Participate in organized debate on researched topics.
3. Look for false ideas and logic in specific publications.
4. Visit open forums.
5. Study both sides of controversial, current issues.
6. Write critical essays defending stated positions.
7. View television programs and films where free, open discussion is held.
8. Refute or support editorials in daily newspapers.
9. Write letters to the editor and to government officials stating a position regarding issues.

OBJECTIVE 4

To develop in each student a knowledge of our historical past as it relates to the present.

A student achieving this objective will:

1. Relate and discuss periods or events in history to current problems through the use of newspapers, television, and other sources of information.
2. Develop time lines and project them into the future.
3. Seek solutions to current problems through social action.
4. Study biographical sketches of people of historical importance.

OBJECTIVE 5

To develop in each student basic communication skills.

A student achieving this objective will:

1. Utilize programmed reading material such as the EDL series to improve vocabulary, speed,and comprehension.

2. Work closely with the reading center if reading problems are present.

3. Read in materials suited to his personal vocational interests and reading level.

OBJECTIVE 6

To develop in each student a humanistic mind-set.

A student achieving this objective will:

1. Assist in developing classroom programs and procedures that are meaningful to the student.

2. Participate in groups where concern for each individual is manifested.

3. Accept others as they are and respect them as individuals.

4. Work toward developing the attitude that people come first not institutions.

5. Visit various institutions with the goal of assessing their role in society and discuss ways that they might better serve people.

ATTAINMENT OF OBJECTIVES

First, it is assumed that, like we are, our students are searching for personal happiness. Many Work Opportunity Center students come from environments where undesirable family conditions tend to produce little of the sense of well being that they need. Broken homes, alcoholism, mismanagement, drug addiction, quarrelling, etc., all tend to produce an atmosphere that is unhappy. Consequently the first objective is the establishment of friendly, helpful relationships between students and instructor. Much positive reinforcement is given in order to instill feelings of personal worth in each student. They need as much success as they can possibly get because many of their negative reactions are clearly defenses against their sense of worthlessness.

To help attain personal happiness, then, we make the classroom a friendly, cheerful place where the student may come to work and relax. The paperback books, modern posters, lounge furniture, and small group working areas lend to the informal, friendly atmosphere.

Students are rewarded for attendance through the use of coupons redeemable for dry cleaning, food, and automotive service. All written work is carefully checked. Positive comments are made. Every piece of work has merit and this is so indicated to the student.

Short term goals are stressed. Statements such as "You have almost earned a credit. Keep up the good work," and "You are one-third of the way through the course," give hope to students who have experienced continual failure in the past.

Seldom if ever does the instructor react negatively. Continuing guidance is offered in a rather non-directive setting. Several hundred

individual "talk sessions" based on school work and problems have been held. No attempt at therapy is made, rather, the emphasis is placed upon the development of a friendly atmosphere.

Second, many of the units in the Related Social Communications course deal with the "world of work" in a free enterprise system. A list of these units would include topics like getting a job, keeping a job, taxes, unions, corporations, problems on the job, etc.

The instructor cooperates with the work coordinators wherever possible in assisting students who are employed. Applications are completed, recommendations are written, and suitable dress and grooming are encouraged.

Some students who have a vital vocational interest are allowed to work in units dealing with their particular field. For instance a service station student may study safety features of the newer model automobiles such as devices to control air pollution caused by the internal combustion engine. In this way many students with strong vocational interests are able to utilize social studies to further their trade knowledge.

Hopefully, most of our students will become workers in our society. The instructor feels strongly that informed, concerned workers are better workers. They should understand various forms of government and be aware of the differences in various economic systems. The student should learn the fabric of the work-a-day world. He must know what he must do to successfully earn his way within our system.

Third, it is emphasized to each student that when a person takes the time and energy to write, he very often has a deep personal purpose which he extols through his writing. Consequently, much of the written material that we are all exposed to reflects the writer's personal bias. Our society needs doubting, critical citizens who will not gullibly accept as

truth every bit of information they read just because it is in print.

The Related Social Communications Course, then, has as a prime objective to produce doubting students who will read widely on a variety of current subjects in order that they may be able to act and vote intelligently and have some voice in governing their destiny. To this end a variety of activities are organized.

Small group discussions are held which are pupil centered. The topics may range from LSD to the police. Open and free discussion is encouraged and all ideas are respected. A discussion on police actions and reactions in Chicago may have strong advocates on both sides.

Television, the daily paper, radio, audio-tapes, are all utilized to keep the student informed. He is asked many times to critize a particular stand or idea. Paperback books are provided which present both sides of controversial questions. Provocative magazines such as the Saturday Review are used to present the thinking of leaders in various fields.

Students then, are encouraged to gather information from a variety of sources and base decisions on an objective appraisal of that information.

Fourth, the instructor feels that today, now, is the time of importance. Each student's attention is focused on a world that is saturated with vital current problems such as: pollution, war, social strife, hunger, despotism, poverty, and clashes of cultures.

Many students see little value in the study of the Civil War, The World Wars, Napoleon, the Egyptians, etc. The instructor feels that man must study his history to realize his mistakes and his successes in order to more economically solve current problems. It is in this light that American and World history is presented in this course.

Fifth, it is emphasized that this is a viewing, reading, and listening

world. Television and radio networks transmit vital information and broadcast events as they happen. Paperbacks have made the accumulated knowledge of the past available to all. Students receive credit for viewing or listening and discussing news programs, panel shows, documentary presentations, etc. They must be able to listen, but they must also be able to read. The instructor works closely with the reading center in an attempt to diagnose and treat disabled readers and to help further the development of skilled readers.

Working with the reading center, each student is given a short reading test when he enters to determine his reading level. He is then given materials that are neither too easy or too hard. Periodically, his reading program is assessed, but never is he placed in material that is inappropriate to his reading ability. Frequently, students with reading problems are assisted both in the reading clinic and social studies classroom.

Paperbacks and periodicals are considered expendable materials. Many have been distributed to students. No attempt is made to stifle their interest as the books are free. Materials for different reading levels are maintained from grade one through the graduate level.

Objective five should probably be placed first as reading is the basic skill necessary to realize all other objectives. Reading is the basis of the course and every effort is made to improve reading skills.

Sixth, it is pointed out through study and discussions on recent space activities that we are of one, rather insignificant planet in the universe. Weapons development has proceeded to a point where it is obvious that all of mankind may live or die together as we see fit.

Man's entire history, though, is a record of concern for institutions. Our country, our government, our company, my home, my school, our army,

my church, are examples of the institutional mind-set. And, too, it has been man's legacy to place emphasis upon the institution - not the value of the people comprising the institution. Armies with few exceptions show a disregard for human life, corporations forget the poverty stricken. If the human race is to survive in this one world then concern for people - not institutions must be paramount.

The world must change from an institutional mind-set to a human mind-set. The course attempts to do this by accenting the innate and cultural differences of the individual. Concern for the welfare of the student is placed before the competition of institutional trivia and paperwork. Each student is accepted as he is and where he is. He is allowed to proceed at his own speed. Each day as the student enters he is greeted by his first name. All of his work is reviewed and recognized.

Many of our students are so obsessed with institutional trivia that they have lost track of the meaning of school - namely learning. Paper is never put before people in this course.

INSTRUCTIONAL TOPICS

Following is a representative sampling of the kinds of units that are presented to students. Upon entering the course the student, with the instructor, works out a unit which interests him. In-depth study is encouraged.

1. Viet Nam
2. Air Pollution
3. Racial Prejudice
4. Napoleon
5. Current Events
6. State Government
7. Malcolm X
8. Colonial Times
9. Conservation
10. Police
11. City Government
12. Personal Psychology
13. Getting Along on the Job
14. Winston Churchill
15. Unions
16. Drugs
17. The Draft
18. World War II
19. Driver Education
20. Water Pollution
21. Student Unrest
22. Federal Government

23. The German Navy

24. Income Taxes

25. Geography of the Eastern Henisphere

26. War and Peace

27. Economics

28. Teen-age Culture

29. Riots

30. The American Revolution

31. Martin Luther King

32. Our Schools

33. Soul Music

34. Handling Money

35. American History

36. Hippie Cutlure

37. Population Problems

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Bagdikian, Ben H., In the Midst of Plenty. New York: New American Library, 1964.

Barrett, William E., The Lillies of the Field. New York: Popular Library, 1962.

A touching story about a kind, hard-working, talented black man.

Boulle, Pierre, The Bridge Over the River Kwai. New York: Bantam, 1957.

A subtle indictment of the military mind showing how the desire to succeed militarily can warp the mind to the extent that one may even work for the enemy.

Braden, William, The Private Sea, LSD, and the Search for God. New York: Bantam Books, 1968.

Churchill, Winston, The New World. New York: Bantam Books, Inc., 1956.

Dooley, Dr. Tom, The Edge of Tomorrow. New York: New American Library, 1958.

Stirring account of one man's dedication to the suffering of the people of South Viet-Nam.

Fleming, Peter, Operation Sea Lion. New York: Ace Books, Inc., 1957.

Gibson, Althea. I Always Wanted to be Somebody. New York: Perennial Library, 1965.

The story of a black girl who becomes a tennis champion through desire, hard work,and concentration.

Hansberry, Lorraine, A Raisin in the Sun. New York: New American Library, 1966.

Hobbs, Lisa, I Saw Red China. New York: Hearst Corporation, 1966.

Kazantzakis, Nikos, Report to Breeco. New York: Bantam Books, 1966.

Neustadt, Richard E., Presidential Power. New York: New American Library, 1964.

Newman, Patty and Joyce Wernger, Pass the Poverty, Please. California: Constructive Action, 1966.

Paton, Alan, Tales from a Troubled Land. New York: Scribner Library, 1961.

Savary, Louis B., The Kingdom of Downtown. New York, New Jersey: Paulist Press, 1967.

A book which tells it like it is in the poverty areas of American urban society.

Schulberg, Budd, Waterfront. New York: Popular Library, 1955.

Schultz, J.W., My Life as an Indian. Greenwich, Connecticut: Facweett Publications, Inc.

Spock, Dr. Benjamin and Mitchell Zimmerman, Dr. Spock on Vietnam. New York: Dell, 1968.

Dr. Spock details his anti-war feelings and defends his denunciation of the Viet-Nam war.

Taylor, Norman, Narcotics. New York: Dell Publishing Co., Inc., 1966.

A detailed account of the types and effects of various narcotics. A must for all teenagers.

West, Morris L., The Devil's Advocate. New York: Dell Publishing Co., Inc., 1959.

PERIODICALS

Ebony. Johnson Publication Co., Chicago. Published weekly.

One of the finest magazines available depicting the black culture.

Jet. Johnson Publication Co., Chicago. Published weekly.

Comments on the black culture in a brief, easy style that appeals to nearly everyone.

Leatherneck. U.S. Marine Corp., San Diego, California. Published monthly.

Young men contemplating service enjoy reading this periodical.

Life. Time Inc., 540 N. Michigan, Chicago. Published weekly.

The varied pictorial portrayal of current events by Life makes it highly suitable for students who have reading difficulties.

National Observer. Dow Jones and Company, Washington, D.C. Published weekly.

Objective commentary on national events. It is suitable for academically oriented students.

Saturday Review. Saturday Review, Inc., 380 Madison Ave., New York. Published weekly.

An excellent source of contemporary comments. Suitable for advanced students.

Sports Illustrated. 540 Michigan Ave. Chicago. Published weekly.

An excellently written publication that appeals to sports fans.

Student Weekly. New York Times, New York. Published weekly.

Consists of current, easily read articles appealing to youth.

PUBLICATIONS OF THE GOVERNMENT OR OTHER ORGANIZATIONS

Materials on Minority Cultures. Task Force on Minority Cultures, Minneapolis Public Schools, 107 S.E. 4th St., Minneapolis, Minnesota.

A tremendous fund of material is available consisting of items such as current paperbacks, records, slides, films, speakers, magazines, etc.

Vietnam Report. Time Inc., New York. 1967.

This programmed material develops solid geographical political and economic concepts.

AUDIO-VISUAL MATERIALS

Language Master. Bell and Howell

This is an excellent device used for vocabulary development.

SRA Career Information. Science Research Associates, 57 W. Grand Ave., Chicago.

Records:

Another Side of Bob Dylan. Columbia Records, New York.

The Way It Is. Xerox Corporation, 600 Madison Ave., New York, N.Y.

Songs of the Suffragettes. Folkway Records, 117 West 46th St. New York, N.Y.

Dust Bowl Ballads by Woodey Guthrie. Folkway Records, 117 West 46th St. New York, N.Y.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

General Information

Previous records of this 18 year old dropout indicate some evidence of an early emotional disturbance. The boy came from a crowded and poorly managed household. He was the oldest child among seven in a family that has made frequent moves. In his elementary school years he was often described as attention-seeking and disturbing others as a result. His aptitudes and achievement were low average. His school attendance record was punctuated by numerous absences. These patterns continued into junior and senior high school. His junior high achievement was average but he was rated average to above average on personality scales by his teachers. In senior high his achievement suffered greatly, apparently due to illness. He was in attendance only about fifty percent of the time and numerous failing grades resulted. In the tenth grade he earned only five credits out of a possible eleven and was placed on academic probation. The same pattern emerged during the following school year in spite of a change in schools. As a result, he terminated his studies after a brief stay in the eleventh grade. He had earned only one social studies credit in this year and a half period. The student entered the W.O.C. two months after trying, and again failing, a third high school. The classroom pace and the competition were too much for a boy plagued by marginal personal health and a tendency to speak out at the wrong time.

Methods

At the Center the student was removed from the usual social and academic pressures imposed by a high school curriculum and placed in an

individualized program of technical training and related studies. We relied heavily on individual verbal instructions using a language most meaningful to the student.

In this instance the student was introduced to the Follett series on basic American and World History. The student evidenced little interest in problems before 1900 so the last units, covering mainly the period of World War I and after, were used. The student was given individual attention to check on his progress and was given a great deal of encouragement and praise for work successfully completed. At first it did not appear that he was responding, but by changing the pace of the assignments requested of him he began to adjust. He was also given duplicated materials from basic citizenship pamphlets. No text books were used in this preliminary stage.

He used a folder to store assignments and completed work. It also served as a "log" of events for present and future planning.

The study room is comfortably and attractively arranged. A variety of stimulating study materials are attractively displayed. The student responded well to this environment.

Results

A great deal of improvement has occurred in spite of absences due to health conditions. Responses were negative at first but became more positive. The self-image has improved greatly.

It was after a period of about eight class hours that this boy began to respond to the individual lessons. He began to complete all work requested by the instructor and the pamphlet directions. He also became interested in basic problems in history and his curiosity demanded that he know what had led to World Wars I and II. In this way he was drawn

to history from the top down. Within some eight weeks he has completed the entire Follett basic series on World History and about one-half of the American series. Standardized tests have shown his work to be outstanding. He also has begun to read paperbacks on his own and has utilized the daily newspaper to good advantage.

He is continuing to work in the areas of consumer education and basic family economics.

He also has established a goal of entering Junior College. To date he has earned a total of 7 credits at the Center in related studies.

Prognosis:

This boy has made and is making substantial verifiable progress in the areas of his studies and more importantly in the formation of realistic goals. Junior college and perhaps further work is not unrealistic. He will apparently continue to improve his study habits and understanding of materials.

Case Study #2

General Information

The youth who is the focus of this study had been expelled from a suburban high school for his rebellious behavior. His father had reported that the boy had previously made good grades but had rather suddenly become belligerent and rebellious. Attempts at attitudinal change through mental health therapy were terminated because the client merely used the therapy to adamantly support his own position. The boy was 16 years old, had completed tenth grade and had held a few part-time jobs. He came to WOC apparently seeking to make some attempt at completing high school graduation requirements.

His previous achievement record was very poor in view of his excellent showing on ITED scores. On these measures he ranked mostly in the 80th and 90th percentiles. This was a case of another promising student with extremely poor motivation in the academic and social setting of the conventional high school.

Method

This student evidenced an intense dislike of textbooks and reports, the conventional approach to history. To begin with, the student was encouraged to select only reading material of interest to him. He selected several "Peanuts" books and read these with obvious pleasure. He was then asked to write short essays describing the characters as they related to actual practical situations. When he had "broken-in" to the routine of the school situation he was asked to evaluate materials on a social studies topic, in one case on the effects of slavery as given by former slaves. He was also introduced to new materials utilizing the discovery method in history. This material was not in the standard textbook format but rather was the pamphlet text on Discovering Amer. an History.

Result

As a result of tailoring the beginning program to the desires of the student we were able to interest him in scholastically acceptable materials The student now has a great deal of interest in contemporary problems and it is sometimes difficult to terminate his desire to discuss events which strike his interest. His range of interests has increased partly because of his scholastic maturation and partly because he now sees that social studies needn't be dull. There is an easy dialogue existing now between pupil and teacher.

Prognosis:

This student became motivated in our sheltered setting under a highly individualized learning program. But the student should be able to compete successfully in most high school situations provided he can withstand the pressures of competition and group work. Also, if this is his goal, he should be able to continue beyond high school, perhaps at a vocational school or junior college. To date, over a period of approximately three months, he has earned two credits at the Center.

Case Study #3

General Information

The subject of this study was tall, gangly, and had bushy, black hair. He was eighteen years old. His complexion was sallow, punctuated by purple blotches of acne. His manner was defiant, surly, and aggressive. Sincere help that was given him seemed to be construed as a personal attack. He was suspicious of educational institutions and disliked teachers. His previous school attendance record was poor and he was frequently tardy on days that he did attend. Although he never was in serious trouble outside, he was in continual conflict with the school. Truant, disrespectful, overly-sensitive, disinterested, defiant, low-achiever, were terms used to characterize his in-school behavior. When reprimanded, he would actively defend his actions with a logic that was difficult to refute. He attended and left two other high schools before enrolling at the Center.

A standardized test showed a reading ability slightly above the twelfth grade level.

After a period of about three weeks at the Center a clearer picture of his personality began to emerge. Family background was one of disruption

that seems to be characteristic of many of our students. School was a place to vent his frustrations. When he entered WOC he still needed several credits to graduate.

Method

The instructor decided that he would do all he could to prove to this boy that the school was not against him and that he was reacting in anger because of other circumstances. Initially, he was put on a free reading program that challenged him thoroughly. He read some fifteen or twenty books such as The Rise and Fall of the Third Reich, and with a freedom he had never experienced before.

College catalogues were given to him and he was directly encouraged to go on to the University. He was praised for his fine work. Continually, forcefully, and persistently his efforts were shown to have value.

Results

After three months he still rejected praise and continued to vent his feelings on the instructor and schools in general. "Why do I have to read this stupid stuff? Why do I have to take this to graduate? You're wrong, you're upset, not me!" and similar statements continued to spout forth. Finally, in desperation, he was granted the last credit he needed for graduation. When he left, the instructor wished him luck. He scowled, and as he stalked away replied, "It's about time I got that credit!"

Two days after graduation he stopped in, and with a red face said, "Thanks!" and darted from the room.

Prognosis:

His final response seemed to indicate the beginnings of personal insight into his extreme aggression toward school. At the present time this student is attending a junior college. He expects to transfer to a university at the completion of his two year program.

Case Study #4

General Information

The seventeen year old girl who is the center of this study was referred to the Center by County Court Services personnel. She was a girl who had grown up in the city school system, in a normal home with three other brothers and sisters. Both parents were employed outside the home during these years. In elementary school she had a slow start at reading but made some progress. She was described as quiet, neat, attractive, and well mannered. She had a short attention span and school work was very difficult for her. By the sixth grade she was at least a grade level behind in all basic skills.

In junior high she also had a difficult time maintaining passing grades and a pattern of many absences began to develop. Her achievement level in basic skills as measured by standardized tests was low and she ranked among the lowest quartile on differential aptitude measures. Reading comprehension was extremely poor.

With this background she began a vocational course in tailoring and was achieving satisfactory grades although she lacked initiative, cooperation, and reliability. She dropped out of the vocational school.

Later, she entered her neighborhood high school. Attendance and achievement there were very substandard. She dropped out before completing the first semester with all failing grades.

It was less than a year later that she gave up a newborn child for adoption. Soon after, she entered WOC. She became interested in office skills and in earning high school credit. She seemed quite cheerful and was apparently adjusting well to circumstances.

Method

In this case the student was given a programmed booklet on career guidance. The student had shown a dislike for any sort of "formal" History or social studies materials. However, she did evidence some interest in obtaining a job. The material given to the student was geared to her level of reading and comprehension, which was low but within normal limits of most of our students. Later the student was introduced to paperback novels, particularly of historical and social interest. She read several. She was asked to write and express herself on articles appearing in news periodicals and at the same time to express herself on her choice of vocation and general interests. The quality of her responses needed improvement and we worked on an individual basis with her. Some progress was seen.

Results

For the first five hours the student expressed no desire to cooperate other than on a minimal basis. But after the first week this student began to express an interest in learning more about secretarial jobs and she was encouraged to look into the possibilities for her in this line. She now is working in standard history and social studies materials in addition to occupational materials. Standardized tests indicate that she has the ability to comprehend and manipulate high school social-studies material. She has earned three credits in this area with concentrated guidance and a total of eight in the Center so far.

Prognosis:

This girl has now obtained part-time secretarial employment and has evidenced the desire to obtain a high school diploma, which is a realistic goal. Further, she should be able to obtain a reasonably responsible office position which will be satisfactory to her.